



TEACHERS EDUCATION: ISSUES AND THEIR REMEDIES

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ABSTRACT

On teacher education a deep study conducted on problems and issues. Education is a dynamic process. Teacher performance is the most crucial input in the field of education. One of the most requirements to promote and strengthen education is the training of teachers. Teacher education is very important as efficient teachers can shape an efficient future society. A teacher should prepare himself before accepting the responsibility of teaching. It is also found that improvement in working of teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, development of creativity, development of life skills and healthy discussion on social issues are major remedies to bring quality and improvement in teacher education.

Introduction

Education itself is the basic human right. Aim and objectives of any society can be achieved through the proper education of its men. For such an educational system, we require efficient teachers. In the process of making education more meaningful or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher. Today teaching is a profession requiring specialization in terms of knowledge and skills. There exists a wide gap between theory.

Major Issues of Teacher-Education

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education, still our teacher-education could not raise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully.

Working of Teacher-Education Institutions:

The National Council for teacher- education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

Developing Life Skills:

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills are (A) Thinking Skills- Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking, (B) Social Skills –Interpersonal relations, effective communication and empathy (C) Emotional Skills –

Stress Management.

Main issue is that teacher-education is memory based i.e. there is no active involvement of students, so we are lacking in the development of life skills among the students, which are essential for all round development of students.

Globalization and Erosion of Values:

Due to globalization and advancement of science and technology world has become closer. Access to all kind of information is very easy. The facility of internet has reached every nook and corner of the country. Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. It is said that “our inclination towards bad is more than our inclination towards good”. In this sense mobile culture, internet, face book and twitter etc. have polluted young minds. This led to the erosion of values.

Developing Creativity:

No doubt bloom in his life time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for the all round development of human being. But we have forgotten that knowledge cannot be delivered, it has to be created. It means that we should emphasis on creativity.

Selection problem

Better selection method would not only to improve the quality of training with

better selection method would not only but also save the social and personal and wastage. Here some suggestions are mentioned:

(a) Test of General Knowledge should be applied. (b) Candidate should be interviewed. (c) Test in school subjects. (d) Test of intelligence should be administered (e) Test of language. (f) Aptitude; interest and attitude inventory should be administered.

Practice teaching neither adequate nor properly conducted:

Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious to the task of teaching, deficient in sense of duty indifferent to children, irresponsible, aimless, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

Lack of subject knowledge:

The teacher training programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

Faulty teaching method:

In India teacher educators are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern class-room communication devices is negligible.

Proper facilities not available:

The teacher education programme is being given a step motherly treatment in India. The teacher education institutions are being run in rented buildings about 20 percent without any facility for an experimental school or library or laboratory and other equipments that is necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

Incompetency of students and teachers:

The current training programme does not provide proper opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the present problems of schools. So there should be a close matching between the work schedule of the teacher in the programme and school adopted for teacher preparation in a training college. Realization of Constitutional Goals –

India is a democratic Society and there are four founding pillars of this democratic society as are mentioned in our constitution. These are -Equality of status and opportunity. Liberty of thought, expression, faith, belief and worship. Fraternity assuring the dignity of the individual and unity and integrity of the nation and Justice – Social, Economic and political. These concepts incorporated in the constitutional are essential for national development. One of the major issues of teacher education is the realization of these constitutional goals.

Some other problems of teacher education:

- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Negative attitude of managements towards development of both human as well as material resources.
- Lack of occupational perception.
- Feedback mechanisms lacking.

- f. Objectives of teacher education not understood.
- g. Secondary level teacher education is not the concern of higher education.
- h. Lack of dedication towards the profession.
- i. Uniform education policy of the government treating excellent institutions alike.
- j. Traditional curriculum and teaching methods of teaching in the teacher education programme.
- k. Haphazard and improper organization of teacher education.
- l. Unplanned and insufficient co-curricular activities.

Suggestions to improve the condition of teacher Education

Some suggestions here to improve the condition of teacher education:

1. Traditional curriculum and teaching methods of teaching in the teacher education programme
2. Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.
3. Teaching days to be increased upto 240 per year.
4. Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.
5. Low standards Institutes should be reformed.
6. Affiliation condition should be made strict.
7. On a continuing basis curriculum development to keep pace with current trends.
8. Teacher education should be increased to two years duration.
9. Government should look after the financial requirements of the institutions.
10. Teacher education privatization should be regulated.
11. Refresher course should be organized for teacher educators frequently.
12. Research in teacher education should be encouraged.
13. Teacher educators must be experienced and well qualified with language proficiency.
14. Selection procedure must be improved and interviews, group discussions along with common entrance test.
15. Teacher educators to be trained in the use of ICTs.
16. Regular inspection by NCTE should be done on a regular basis.
17. Professional development of teacher educators as ongoing ritual.
18. On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.
19. Internship in teacher education should be objective, reliable and valid.
21. Several types of co-curricular activities in the curriculum should be included.

CONCLUSION

Teacher education has to be conceived as an integral part of educational and social system and must primarily respond to the requirements of the school system. It can no longer remain conventional and static but should transform itself to a progressive dynamic and responsive system. National values and goals need to be meaningfully reflected and their inculcation attempted with care and caution. While it is essential to develop identified competencies to prepare effective teachers it is equally necessary to develop commitment and build capacity to perform as integral part of teacher preparation. The teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments and social and cultural issues through continuous in-service orientation.

Areas like physical education and vocational education will continue to gain greater emphasis in years to come and will serve as the basis for developing competencies and skills in addition to commitments and values.

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